

KEA— What is it and Where are we going?

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Office of Standards and Assessment

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Webinar

Please call-in to hear the audio and mute your phones until we take questions.

Consider...

“The most important thing about assessment is that it promotes dialogue among faculty.”

-Mary Senter

Retrieved on April 7, 2015 from:

<http://www.sunyorange.edu/assessmentapa/docs/AssessmentQUOTES.pdf>

Today's Outcomes

- Updates on the Kindergarten Entrance Assessment
 - Why
 - What
 - How
- Learn about the GOLD™ tool
- Learn how the registration process works
- Learn about teacher support options to consider

Kindergarten Entrance Assessment

Principal Awareness

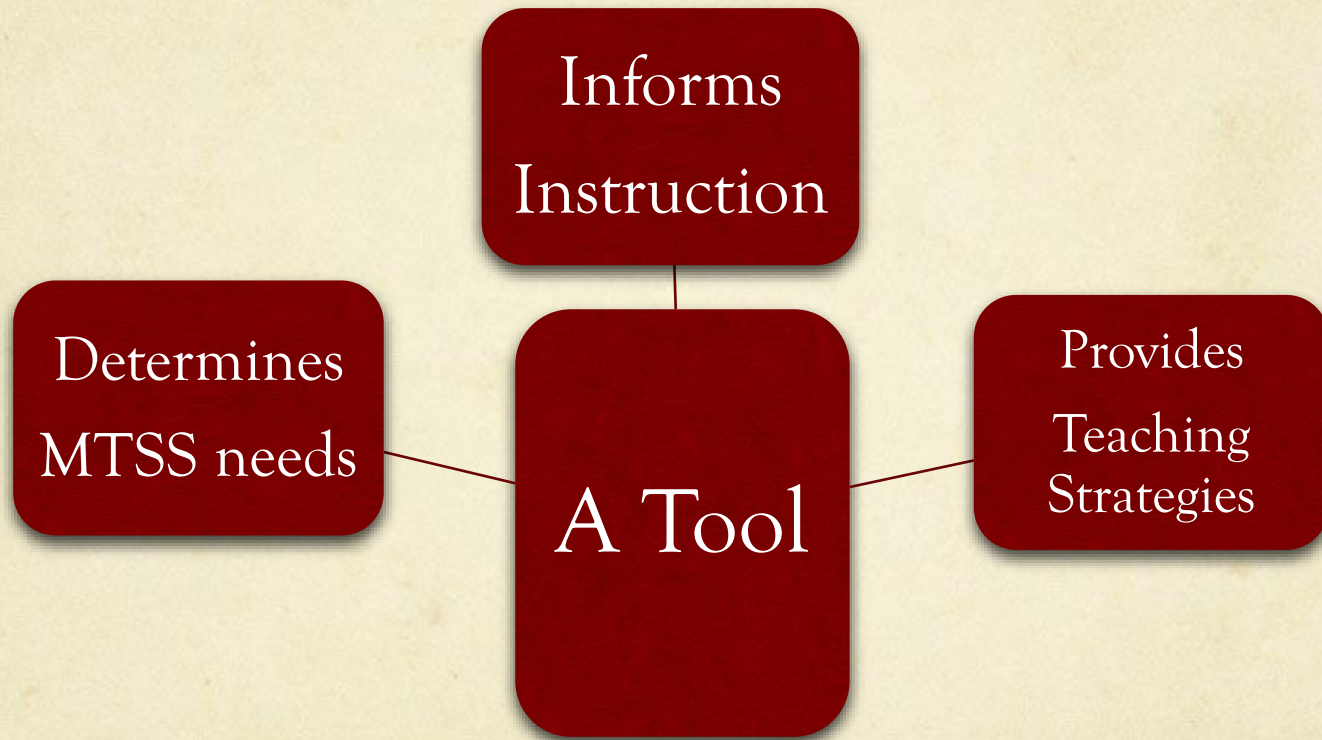
District Awareness

Classroom
Instruction

ISD Awareness

State Awareness

What is it?



The Tool—**GOLD™**

- Observational Assessment
- 5 Domains
 - Language and literacy (reported separately)
 - Mathematics
 - Cognitive
 - Physical Health
 - Social Emotional

What is GOLD™ ?

GOLD™:

- An authentic, ongoing observational system* for assessing children from birth through kindergarten;
- Helps teachers to observe children in the context of every day experiences, which is an effective way to learn what they know and can do.

*A system of observation, documentation, and analysis that helps track a child's/student's progress toward meeting learning expectations or standards and is considered a crucial part of a teacher's curriculum planning and instructional strategy.

Retrieved on March 25, 2015 from:

https://ec.thecenterweb.org/sites/ec.thecenterweb.org/files/uploads/lp_spring-12_1-6_lr.pdf

Developmentally Appropriate, Ongoing, Observation Based Assessment

Is

- Happening during regular, everyday activities
- On a continuous basis throughout the year
- Helping teachers meet children where they are
- Helping children meet challenging and achievable learning goals
- A broader and more meaningful picture of development

Is not

- Formal or standardized
- A narrow picture of a child's ability at a given moment
- A one-dimensional measure of ability
- Performed outside of everyday activities
- A screening tool

Indicator and Measurement Data input Example

Set Preliminary Level(s)

Area: Literacy ⓘ

Objective: 18 - Comprehends and responds to books and other texts ⓘ

Dimension: c. Retells stories ⓘ

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet		Retells some events from familiar story with close adult prompting		Retells familiar stories, using pictures or props as prompts		Retells a familiar story in proper sequence, including major events and characters		Retells stories with many details about characters, events, and storylines	
Examples										
Show										
Colored										
Bands										
Hide										
Adrianne Hernandez	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Close
Cancel

Set Preliminary Levels screen cap from GOLD™. (2015) Used with permission. All names and data are fictional and are for illustrative purposes only.

Reports from GOLD™ include:

Reports offer a variety of information useful for teachers to meet the needs of their students. Examples include:

- **Individual Child Report**
 - Provides checkpoint levels on each child's progression
- **Widely Held Expectations Report**
 - Provides information on which children are meeting widely held expectations for incoming kindergarteners
- **Performance and Growth Report**
 - Is this child or group of children meeting widely held expectations? (Performance)
 - Is this child or group of children demonstrating progress toward meeting expectations? (Growth)

Sample Individual Child Report (Teacher)

Individual Child Report:

Child:	Kate
Birth Date:	05/05/2006
Checkpoint Seasons:	Fall 2010/2011 Winter 2010/2011 Spring 2010/2011 Include only finalized checkpoints
Generated on:	May 13, 2011

Data for Kate

*= Preliminary Levels

Social-Emotional

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
1a. Manages feelings	Pre-K 4 class/grade (Blue)						Fall 2010/2011	Winter 2010/2011	Spring 2010/2011		
1b. Follows limits and expectations	Pre-K 4 class/grade (Blue)						Fall 2010/2011	Winter 2010/2011	Spring 2010/2011		
1c. Takes care of own needs appropriately	Pre-K 4 class/grade (Blue)							Fall 2010/2011	Winter 2010/2011	Spring 2010/2011	
2a. Forms relationships with adults	Pre-K 4 class/grade (Blue)								Fall 2010/2011, Winter 2010/2011	Spring 2010/2011	
2b. Responds to emotional cues	Pre-K 4 class/grade (Blue)						Fall 2010/2011	Winter 2010/2011	Spring 2010/2011		
2c. Interacts with peers	Pre-K 4 class/grade (Blue)					Fall 2010/2011	Winter 2010/2011	Spring 2010/2011			
2d. Makes friends	Pre-K 4 class/grade (Blue)						Fall 2010/2011	Winter 2010/2011, Spring 2010/2011			
3a. Balances needs and rights of self and others	Pre-K 4 class/grade (Blue)					Fall 2010/2011	Winter 2010/2011	Spring 2010/2011			
3b. Solves social problems	Pre-K 4 class/grade (Blue)						Fall 2010/2011	Winter 2010/2011	Spring 2010/2011		

Sample Performance and Growth Report (Teacher)

Guideline Literacy & Knowledge Skills

VI.D - Print Concepts & Conventions: The concepts about print and early decoding (identifying letter-sound relationships).

17b. Uses print concepts

Child Name	Current Avg Score	End of Year Expectation	Emerging		Accomplished	
			Count	%	Count	%
Sample District	5.9	6	8453	85%	1547	15%
Sample Program	6	6	193	84%	37	16%
Sample School/Site	5.8	6	72	80%	18	20%
Sample Class	5.1	6	7	70%	3	30%
Marco Fletcher	4	6	1	100%		
Maria Gomez	5	6	1	100%		
Kelly Houghes	4	6	1	100%		
Kristina McDonald	7	6			1	100%
Lindsay Michaels	6	6			1	100%
James Phillips	5	6	1	100%		
Nick Phillips	5	6	1	100%		
Alexandra Valentinas	5	6	1	100%		
Maria Delgado	5	6	1	100%		
David Harvey	5	6			1	100%

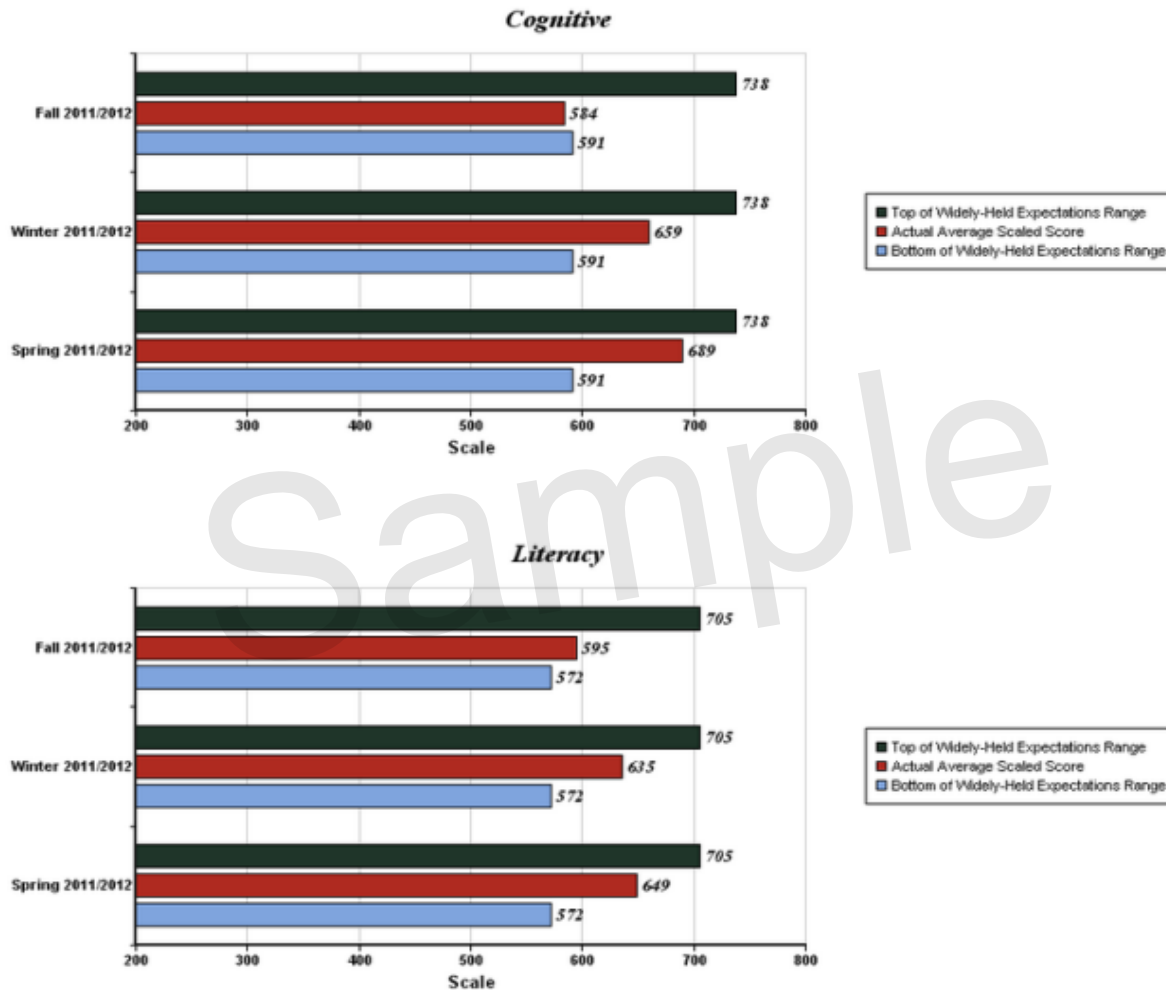
*Not actual students

Sample Widely Held Expectations Report (Administrator)

Mathematics	Widely-Held Expectations		Fall 2011/2012				
	Bottom	Top	# Children	Average	# Children Below	# Children Meeting	# Children Exceeding
Sample District	615	712	10000	627	7850	2150	
Sample Organization	615	712	80	615	66	14	
Sample School	615	712	16	616	7	9	
Class 1 (Lead Teacher: Sabrina Williamson)	615	712	8	607	6	2	
Marco Fletcher	615	712		608	X		
Maria Gomez	615	712		608	X		
Kelly Houghes	615	712		621		X	
Kristina McDonald	615	712		608	X		
Lindsay Michaels	615	712		595	X		
James Phillips	615	712		589	X		
Nick Phillips	615	712		621		X	
Alexandra Valentinas	615	712		608	X		
Class 2 (Lead Teacher: Sabrina Williamson)	615	712	8	626	1	7	
Maria Delgado	615	712		621		X	
David Harvey	615	712		628		X	
Sam Hendell	615	712		641		X	
Alex Martin	615	712		628		X	
Dina Mondsen	615	712		634		X	
Matthew Paul	615	712		602	X		
Marissa Pierre	615	712		634		X	
Courtney Turner	615	712		621		X	

*Not actual students

Sample Administrator Report: Comparative Report



Registration Process

- April 30th Registration E-mail to Superintendents and current KEA Coordinators
 - Superintendents or their designees must identify
 - Participating buildings/schools
 - Participating teachers
 - First name
 - Last name
 - School e-mail address (cannot be personal e-mail address)
 - Personal Identification Code (PIC)

continued

- Districts and schools should then register by:
 - May 29th for teachers to participate in June trainings
 - June 30th for teachers to participate in July trainings
 - July 31st for teachers to participate in August trainings
- Registration for K teachers to attend trainings will begin in early to mid-May.
- Teachers who attend will receive \$250/day plus travel expenses IF
 - Their district has committed to participation
 - They have successfully completed their Inter-Rater Reliability Module

Professional Learning Sites

Dates	City	Sites
June 16 & 17, 2015	Grand Rapids, Michigan	Kent ISD
June 17 & 18, 2015	Novi, Michigan	
July 20 & 21, 2015	Sault Ste. Marie, Michigan	Eastern UP
July 22 & 23, 2015	Traverse City, Michigan	Traverse Bay Area ISD
August 10 & 11, 2015	Grand Rapids, Michigan	
August 12 & 13, 2015	TBD	

Professional learning and Teacher Support Options

- Instructional Coaches
 - Through ISD/RESAs
 - Supporting regional educators
- Teacher Advisors
 - By district
 - Supporting time on the assessment
- Teachers
 - Face to face training
 - Online modules as resource support
 - Inter Rater Reliability

The PROPOSED incentives concerning the KEA Parameters

- The district administers a department approved KEA
 - GOLD™ is the only approved KEA
- To ALL incoming Kindergarteners
 - Including all forms of Developmental Kindergarten
- Assessment window is September 8-October 30, 2015.

Likely Next Steps

- The KEA is the first step to Michigan's comprehensive approach to Career and College Readiness
- Continuous quality improvement will be emphasized throughout the development and implementation of the Michigan's KEA

Closing

We need to better understand our kindergarten students' abilities as they are entering school.

Your voices are important as we move forward with early literacy, numeracy, social/emotional and physical and cognitive development.

AND doing what's best for our Kindergarten students in our schools is our goal.

For more information...

- Visit the Michigan KEA website:
 - <http://www.michigan.gov/kea>
- Email or call:
 - baa@michigan.gov or 877-560-8378 (Option 6).
 - creaghl@michigan.gov
 - paulj@michigan.gov